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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the effects of two mathemagenic activities on ninth grade good and poor readers' comprehension, retention, and attitudes; (2) the effectiveness of the cloze procedure in developing reading comprehension; (3) the existence, persistence, and intensity of approach/avoidance responses to print among bright secondary school learners; (4) the relationship of age, reading ability, and text structure on adolescents' memory for expository prose; (5) the effectiveness of reinspection over recall for the comprehension of various question types; (6) the implementation of a junior high school sustained silent reading program; and (7) strategic difficulties in summarizing texts. (FL)

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Abstracts of the following dissertations are included in this collection:

Bates, Gary W.
THE COMPARATIVE EFFECTS OF TWO MATHEMAGENIC ACTIVITIES ON NINTH-GRADE GOOD AND POOR READERS' COMPREHENSION, RETENTION, AND ATTITUDES

Beil, Drake
A STUDY OF THE EFFECTIVENSSS OF THE CLOZE PROCEDURE IN DEVELOPING READING COMPREHENSION

Goldmann, Beverly Rochelle
THE EXISTENCE, PERSISTENCE, AND INTENSITY OF APPROACH/AVOIDANCE RESPONSES TO PRINT AMONG BRIGHT SECONDARY-SCHOOL LEARNERS

Matthews, Paula B.
THE RELATIONSHIP OF AGE, READING ABILITY, AND TEXT STRUCTURE ON ADOLESCENTS' MEMORY FOR EXPOSITORY PROSE

Mooney, Karl Paul, Sr.
THE EFFECTIVENESS OF REINSPECTION OVER RECALL FOR THE COMPREHENSION OF VARIOUS QUESTION TYPES

Stehle, Cheryl French
INVITATIONAL LEARNING: A CASE STUDY ON THE IMPLEMENTATION OF THE SUSTAINED SILENT READING (SSR) PROGRAM WITHIN THE JUNIOR HIGH SCHOOL CLASSROOM

Winograd, Peter Norman
AN EXAMINATION OF STRATEGIC DIFFICULTIES IN SUMMARIZING TEXTS

THE COMPARATIVE EFFECTS OF TWO MATHEMAGENIC ACTIVITIES ON NINTH-GRADE GOOD AND POOR READERS' COMPREHENSION, RETENTION, AND ATTITUDES

Order No. DA8124593

BATES, GARY W., PH.D. *The University of Wisconsin - Madison*, 1981. 374pp. Supervisor: Professor Richard J. Smith

The purpose of the present study was to compare the effects of writing summaries of short stories with the effects of answering questions about the stories on ninth-grade good and poor readers' comprehension, retention, and attitudes.

Subjects for the study were two hundred and sixty-two ninth graders. Based upon their scores on the reading comprehension subtest of the *Stanford Diagnostic Reading Test* (Karlsen, Madden, & Gardner, 1977), the subjects were identified as good readers if they scored in stanines seven, six, and the upper half of stanine five, and poor readers if they scored in stanines three, four, and the lower half of five.

The dependent variables were the subjects' scores on comprehension and retention tests and attitude inventories based on the two experimental stories.

Subjects were randomly assigned within each of fifteen classrooms to one of three treatments: summary writing, question answering, or rereading (control).

On day one, subjects received training appropriate to their treatment. On day two, subjects read a story, applied the treatment (either wrote a summary, wrote answers to questions, or reread the story), and completed an attitude inventory and comprehension test on the story. On day three, day two procedures were repeated with a second story. One week after reading each story, the subjects' retention of it was tested. Dunn's planned comparisons procedures were used for hypothesis testing.

The findings of the study were the following: (1) Rereading parts or all of a short story improved good and poor readers' immediate comprehension more than writing answers to the editor-provided questions on the story did. (2) Good readers' attitudes toward a story were more dependent upon the content of the story than upon apparatus provided by textbook editors or constructed by the teacher. (3) Poor readers' attitudes toward a story were adversely affected by the summary writing task.

A STUDY OF THE EFFECTIVENESS OF THE CLOZE PROCEDURE IN DEVELOPING READING COMPREHENSION

Order No. DA8210589

BEIL, DRAKE, ED.D. *University of Hawaii*, 1981. 132pp.

The purpose of this study was to design, construct, validate, and employ cloze instructional materials in order to improve the reading comprehension of Title I students in secondary grade levels in the State of Hawaii. A total of 117 students in three schools received twenty cloze activities, one every five to ten days, during the course of the 1980-1981 school year. Instruction included having students complete each 200-500 word passage on world mythology, and conducting discussions on whether anwers were meaningful, caused meaning changes, or were meaningless. The passages increased in difficulty from second through tenth grade level. An every tenth word deletion pattern was used throughout the passages, and additional cueing was made available to students as the passages grew more difficult.

The instructional level range (40-66%) was employed to determine where additional cueing would be included, and synonym scoring was used during the instructional discussions.

In two of three districts in Hawaii public schools, secondary Title I students in cloze treatment groups had significantly ($p < .01$) greater gains in comprehension, as measured by the Metropolitan Achievement Test (MAT), than non-treatment Title I students in the same districts and grade levels. Where statistically significant gains were reported, the gains were shown, in an analysis of covariance, to be the main effect of the treatment. Further, the amount of explained variance in the gain scores was also significant ($p < .01$) in both districts. In one district treatment group gain scores were not significantly different from the control group scores.

Multiple regression equations and correlation matrices were constructed in order to examine which aspect of cloze instruction, semantic or syntactic development, was responsible for producing the improvement in MAT reading comprehension gain scores. Neither semantic nor syntactic growth, as measured by a cloze pre-post test, had clear effects on treatment groups.

Thus, significant gains in reading comprehension were produced in two of three districts in which cloze instructional programs were conducted. However, the reason for the positive effect of the treatment could not be determined in statistically significant terms.

THE EXISTENCE, PERSISTENCE, AND INTENSITY OF APPROACH/AVOIDANCE RESPONSES TO PRINT AMONG BRIGHT SECONDARY-SCHOOL LEARNERS. (VOLUMES I AND II)

Order No. 8200846

GOLDMANN, BEVERLY ROCHELLE, ED.D. *Indiana University*, 1981. 366pp. Chairman: Dr. Edward Robbins

Ten adolescent students of demonstrated high competency in reading were unobtrusively observed during each of three 20-minute experimental conditions, affording only diverse printed options in Condition 1; printed and non-printed options in Condition 2; and printed plus non-printed alternatives in the presence of an actively-engaged reading model in Condition 3.

Qualitative and quantitative data were collected by each of two independent raters, in order to rank the students upon a continuum objectifying responses to print in terms of intensity of approach or avoidance of printed materials.

It was hypothesized that each of the three conditions would be equally conducive to the approach or avoidance of print, thereby lending logical credence to the persistence/stability of response patterns over time and circumstances.

Results of the study did not, however, confirm the null hypothesis of equivalent conduciveness of all three conditions. While Conditions 1 and 2 were determined to be synonymous contexts for the approach or avoidance of printed materials, Condition 3 was statistically distinct from Condition 2.

A marked degree of persistence of approach responses existed for most of the subjects across Conditions 1 and 2, but approach responses were significantly diminished in Condition 3, in the immediate presence of a reading model.

THE RELATIONSHIP OF AGE, READING ABILITY, AND TEXT STRUCTURE ON ADOLESCENTS' MEMORY FOR EXPOSITORY PROSE

Order No. DA8212584

MATTHEWS, PAULA B., PH.D. *University of Washington*, 1982. 117pp. Chairperson: Professor Patricia A. Nolen

This research studied processing of prose by high school students. Of interest were the relationship between reading ability and students' matching an author's text structure in recall and differences in recall following the reading of expository passages varying in internal structure. The test instruments were a standardized reading achievement test and four expository reading passages, exemplifying two types of structure. Tenth and twelfth grade high school students were selected for the study according to their performances on the *California Achievement Test*. Recordings of their immediate and delayed oral recall of two types of expository passages were scored according to Meyer's discourse analysis procedure. Spearman correlation coefficients were calculated between reading achievement scores and central idea scores for each age group according to passage and recall conditions. Students' levels of identification and matching the author's text structure in recall were assessed to determine whether an increase occurred from grades 10 to 12. Finally, Spearman coefficients between recall and levels of identification and matching were calculated.

The analyses of the data indicated a positive correlative relationship between reading achievement and matching an author's text structure in recall, and between reading recall and level of identification and matching. Contrary to the research hypotheses, the

relationship between matching an author's text structure in recall and reading achievement was not greater for twelfth-graders than for tenth-graders, for either passage type, or recall condition.

Explanations as to why the data did not fully support Meyer's model of the reading comprehension process suggested the confounding influences of reading ability and intelligence, as well as the lack of variance in age groups studied, and passage specific problems. It was concluded that there is a need for additional study of oral versus written recall taking into account the role of elaboration in memory for prose.

THE EFFECTIVENESS OF REINSPECTION OVER RECALL FOR THE COMPREHENSION OF VARIOUS QUESTION TYPES

Order No. DA8207293

MOONEY, KARL PAUL, SR., ED.D. *Lehigh University*, 1982. 118pp.

It has been demonstrated that test scores for comprehension are lower when students must recall the text information than when they are permitted to reinspect the text. The present study was conducted to determine whether the superiority of the reinspection mode holds for all three question types used in informal reading inventories: factual, inferential, and vocabulary.

An informal reading inventory was used to assess the reading comprehension of eighty seventh grade students. Forty students were randomly selected from the group of high ability readers and forty students from the group of low ability readers. The examiners administered informal reading inventories to the eighty students. Their comprehension for each question type was assessed under the conditions of recall and reinspection.

Analyses of variance were used to determine whether or not there was significant differences in comprehension scores of high ability and low ability readers under the conditions of recall and reinspection.

The data showed that reinspection resulted in consistently higher comprehension scores than recall. Regardless of reading ability, all subjects improved their composite comprehension score when they were tested under the condition of reinspection. It was demonstrated that the use of reinspection significantly improves the scores of seventh-grade readers when factual, inferential and vocabulary questions are administered. With high ability readers their comprehension of factual and inferential questions significantly improved when they were permitted to reinspect the material. However, their comprehension of vocabulary questions did not improve when they reinspected the material. Low ability readers benefitted from the reinspection of the passages for all three question types.

The findings of this study supported the contention that reinspection is a more appropriate method for checking comprehension. Since reinspection eliminated, to a substantial extent, the reader's dependence upon memory when recall was used, the lower ability readers were able to improve their comprehension of the material to a level comparable to the levels of the comprehension of the high ability readers.

INVITATIONAL LEARNING: A CASE STUDY ON THE IMPLEMENTATION OF THE SUSTAINED SILENT READING (SSR) PROGRAM WITHIN THE JUNIOR HIGH SCHOOL CLASSROOM

Order No. 8202736

STEHLE, CHERYL FRENCH, ED.D. *The University of Rochester*, 1981. 177pp.

Although the "Sustained Silent Reading" (SSR) program has been found to improve reading achievement test scores, it was primarily designed to generate better reading habits and attitudes among students. Because the affective domain is stressed within the SSR approach, the project may be perceived as a reflection of what has been described by William Purkey (University of North Carolina) as "invitational Learning". According to Purkey, many successful curriculum developments can be traced to a positive and humanistic atmosphere in which children are carefully "invited" to become actively involved in the learning process.

Because comparatively little has been written about the implementation of the SSR approach, this study contains information concerning the theoretical background which supports the SSR program; material detailing introduction, organization and planning of the project; author's reflections of the SSR as it relates to Purkey's concept of "Invitational Learning"; responses from colleagues who have participated in the SSR experience; pupil reaction to SSR; and, finally, a summary of conclusions about the program as well as suggestions to teachers and administrators who might wish to implement the program.

Of the 196 junior high school pupils who answered six open-ended essay type questions, more than ninety-two percent of the population surveyed expressed positive attitudes toward the SSR program. Teacher responses, also contained within the study, were somewhat less positive but nevertheless confirmed a belief in the value of the project. It was found that "roadblocks" to implementation concern "insufficient reading material detailing or explaining the SSR program and process" as well as a "lack of resource materials for use in conjunction with SSR"; in-service education designed to meet these articulated needs was suggested as a partial answer to the concerns expressed. To realize maximum success, such in-service education could incorporate the concepts outlined in Purkey's theory of "Invitational Learning."

AN EXAMINATION OF STRATEGIC DIFFICULTIES IN SUMMARIZING TEXTS

Order No. DA8209645

WINOGRAD, PETER NORMAN, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 227pp.

This study examined the possibility that some eighth-graders' difficulties with summarization may be linked to deficits in strategic skills. Summarization was selected for study because it is an important task and one that many students find difficult. Furthermore, by studying the strategies involved in summarization, we may learn more about comprehension in general.

An examination was made of three strategies involved in producing summaries: (1) the awareness of the task demands, (2) the ability to identify the important elements in a text, and (3) the ability to transform the original passage into its gist. In addition, hierarchical multiple regression was used to assess the relative influence of strategy use on performance measures of summarization and comprehension.

Analyses revealed several important results. First most children knew that the general purpose of a summary was to indicate what the article was about. Second, good readers were better judges of importance than were poor readers when that importance was defined in adult terms. Third, although poor readers' judgments of importance were not highly related to those of adults, poor readers showed consistency in the kinds of information they selected as important. Fourth, compared to more fluent readers, poor readers showed little consistency between the information that they included in their summaries. Fifth, there were clear developmental trends in the transformations used to condense the passages into summaries.

The regression analyses also produced important results. First, for the most part, differences in the level of task awareness were not related significantly to differences in producing summaries or in understanding what was read. Second, sensitivity to importance accounted for a significant proportion of the variance both in the quality of the summaries and in the measures of comprehension. Third, effective use of the transformation rules accounted for a significant proportion of the variance in the quality of the summaries but not in the measures of comprehension.

The results of this study suggest that when either summarization or comprehension difficulties are encountered, teachers should assess children's use of strategies and provide appropriate training if necessary.